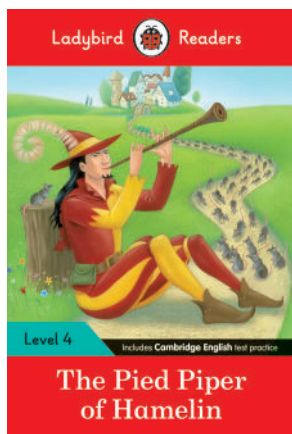


## Lesson Plan



Everyone in Hamelin was happy until the rats came. One day, a man went to see the mayor. “I can make the rats leave Hamelin,” he said.

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 633

Lexile measure: 550L

## Lesson objectives

### Vocabulary focus

Places: *bridge, land, mountain, river, street, town*

Verbs in the past simple: *called, came, carried, followed, heard, jumped, said, shouted, stopped, walked, went*

Adjectives: *broken, strange*

General: *mayor, money, music, pipe, piper, rat*

### Grammar focus

First conditional with *if*

### Reading skills

Identifying a sequence of events

Identifying reasons for characters' behavior (cause and effect)

### Cross-curricular connections

Art (poster design)

Music (song)

Science (rats)

Social studies (keeping promises)

### Resources

Reader

Flashcard download 1–7

Audio download (UK/US) tracks 1, 4

### Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Show the children the cover of the Reader, but hide the title. Point to the man and ask questions, for example: *What is strange about this man?*

Reveal the title and introduce the man as the Pied Piper of Hamelin. You may want to explain that 'pied' is an old word that refers to his clothes of two colours, and that Hamelin is a small town in Germany.

Ask more questions about the man's appearance and what he is doing, for example:

*What else can you see in the picture? What are these animals?*

Establish that they are rats. Ask: *Where are the rats coming from? Why are they running to the man?*

Ask the children to look at Reader pages 4–5. Ask detailed questions, for example:

*Who looks worried? Who looks happy? Who is playing music? What is he playing? What is on the mountain?*

Then describe each picture and encourage the children to guess which one you are referring to.

**During reading**

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check their understanding. Focus on the characters and their motives.

For example:

- Why did the people of Hamelin go and see the mayor? Why did the rats follow the piper?*
- Why did the piper take the rats away?*
- Why did the piper take the children away?*
- Why did one boy come back to Hamelin?*
- Why did the mayor leave Hamelin?*

Read out or play the recording of the story again. Show the children Reader pages 20–21 and focus on the dialogue. Ask: *What did the mayor say to the Pied Piper?*

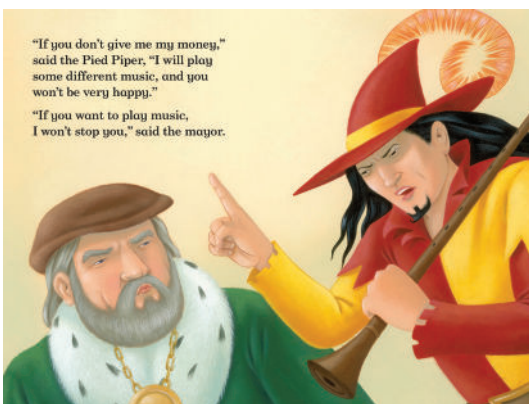
Make sure they understand the use of the conditional: *If you can ... , I will give you ...*

Show Reader pages 28–29 and focus on the dialogue as before. Ask:

- Why is the Pied Piper angry? What is he saying to the mayor now?*

Focus again on the use of the conditional:

- If you don't give me ...*
- If you want to play music ...*



**After reading**

Display Flashcards 1–7 in a random order. Ask the children:

- Why is this person/place/thing important in the story?*

Encourage them to retell that part of the story. For example, show Flashcard 1 and elicit:

*He came to Hamelin. He played strange music and took the rats away to the river. But the mayor didn't give him his money. So he took the children away to a mountain.*

Ask some general questions to encourage the children to think more deeply about the story.

For example:

*What mistake did the mayor make? Was the Pied Piper good or bad? Do the children ever come out of the mountain?*

The children can do the following activities to focus on the sequence of events: 5, 7, 10, 11, 12.

The children can do the following activities to focus on character behavior: 4, 6, 14.

To reinforce the sequence of events in the story, play the song (Audio track 4) on page 63 a couple of times. Encourage the children to follow in their Reader and join in.

**Differentiation**

**Extra support**

Before the children do the Reader activities, display these words: *bridge, children, Pied Piper, pipe, river, street, town.* Help the children to identify these items and characters on Reader pages 32–33.

**Extension**

Fast finishers can design a 'Wanted' poster. They should write a heading at the top: *Have you seen this man?* They should draw a picture of the Pied Piper and write a description, for example, *Long black hair. Plays a pipe.* They could offer a reward.